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run all the schools for as long a term as possible, and then require all counties (except a few that would have to be aided from a part of the State fund to be set aside as an equalizing fund) to levy a special tax sufficient to finish out a term of six months in every district. A limit of taxation would necessarily have to be established up to which every county would be required to levy before getting aid from the equalizing fund. (If property assessments are equalized, not a large number of counties will draw from the equalizing fund, and so this fund, although a very necessary one, will not have to be large.) A part of the State's fund, too should be set apart for buildings and equipment, another part to stimulate and to encourage progressive school practices along lines that backward communities would not likely undertake on their own initiative. The state fund might be sufficient to run all schools for three months (as proposed in the Joyner bill) or it might be sufficient to run them only two or two and one-half months. But this point, while important, is not a pertinent one for the purpose of this discussion. The state fund must be large enough really to count—to enable the State to direct, to supervise, to encourage, to stimulate—in short, to make really effective the State's guarantee. There are many other details that ought to be discussed in this connection—such as expert supervision, health instruction, medical inspection, teacher-training, vocational education, a stronger system of high schools, teachers' homes, consolidation and transportation, the reorganization of our school work on the 6-3-3-plan, a broader curriculum, the text-book problem, etc.—but these must be omitted for the present.

THE PROBLEM FROM ANOTHER ANGLE

Look for a moment at the problem from another angle to see whether or not, from the point of view of the Nation as well as that of the State, matters of fundamental importance to our common welfare can be safely left to haphazard, willy-nilly, *laissez faire*, local initiative and willingness. Look at just two of the aspects of the problem of public education—illiteracy and physical unfitness—as revealed by the selective draft. The Nation was astounded to find that practically half of its young men, in the prime of life, were physically unfit for military service! And we were humiliated to find so large a per cent of them who could not read and write! *Twenty-eight per cent of those called in North Carolina were physically unfit, and twenty-four per cent were illiterate!* This is what local autonomy—democracy gone to seed—leads to. One can't say in print what one really feels about it: one must exercise considerable restraint by

calling it simply a shameful disgrace. Shall we profit by this experience or not? Can the State with impunity longer leave matters of such momentous public concern as the promotion of health education and the absolute prevention of illiteracy to local initiative and chance willingness, to say nothing of numerous other aspects of the general problem of public education? The State must step in with determination to wipe out such a disgrace and to prevent its recurrence forevermore, or the National Government will be forced to do it in the interest of national welfare. To the winds with your local self-government so long as it shows such a lack of intelligence, or remains so short-sighted, as to permit such things to happen! To say, "Oh well, the schools are responsible for this situation—here's where they have failed," is to state only a half-truth at most, and to side-step the responsibility. It does not help the situation. Where does the responsibility lie? The National Government *wisely* left the matter of public education to the several states, and the states in too many instances neglected certain aspects of this function by *unwisely* turning over too large a share of the responsibility to local willingness and local means, trusting to local initiative and local interest, which too often regards itself as having nothing in common with the State's interest or with national interest. If the State fails now at this critical time to take a firm hold of the problem of public education in its varied aspects, because a few communities are unwilling to give their support to an effective, comprehensive program of education, on the ground that it will cost them a few dollars more to carry it out, and because a few citizens are willing to delay action while they talk glibly of "democracy" and "local self-government," it will simply permit such communities and such statesmen to damn another generation of its citizens.

OUR PROFESSION (?)

OUT of 600,000 teachers in the U. S., one-half have had no special training for their work; 300,000 are not more than twenty-five years of age. Something like 50 per cent have had no education beyond the high school or its equivalent; 30,000 have had no "schooling" beyond the last year in the elementary school. Not over one in four serves in the profession for more than five years! In reverence we say it. God save the United States of America!—L. A. W.

The natural impulse of every citizen in America is to respect every other citizen, and to feel that citizenship constitutes a certain ground of respect.—J. BRYCE.